Sydney Huggins

CBSE 7201

***Reference List***

* *Study identifies 'book deserts'—poor neighborhoods lacking children's books—across country*. (2016). *Phys.org*. Retrieved 27 September 2016, from <http://phys.org/news/2016-07-desertspoor-neighborhoods-lacking-children-booksacross.html>

This article shows that a study led by NYU's Steinhardt School of Culture, Education, and Human Development finds a startling scarcity of children's books in low-income neighborhoods in Detroit, Washington, D.C., and Los Angeles. The lack of children’s books was even more pronounced in areas with higher concentrations of poverty, according to the findings published online in the journal *Urban Education*. Having access to print resources such as board books, stories, and informational books, early on has both immediate and long-term effects on children's vocabulary, background knowledge, and comprehension skills. And while public libraries are critically important in giving families access to books, research has shown that the presence of books in the home is related to children's reading achievement.

* Hart, B. & Risley, T. (2003). *The 30 Million Word Gap by Age 3*. *The Early Catastrophe*. Retrieved 27 September 2016, from <http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

This article shows a 2 ½ yearlong study that observed 42 families for an hour each month to learn what typically went on in homes with 1 -2 year old children learning to talk. This research found that 98% of the words recorded in each child’s vocabulary consisted of words also recorded in their families’ vocabulary. The study also showed that in 4 years an average child in a professional family would accumulate experience with almost 45 million words. In a working class family, the child will accumulate 26 million words, and in a welfare family 13 million words.

* Neary, L. (2014). *Nonprofit Fights Illiteracy By Getting Books To Kids Who Need Them*. *NPR.org*. Retrieved 27 September 2016, from <http://www.npr.org/2014/12/29/373729964/first-book-gets-reading-material-into-the-hands-of-low-income-students>

This article discusses the nonprofit organization “First Book,” and how they aim to ensure that all students have access to books starting at a young age. There are neighborhoods in this country with plenty of books; and then there are neighborhoods where books are harder to find. Almost 15 years ago, Susan Neuman, now a professor at New York University, focused on that discrepancy, in a study that looked at just how many books were available in Philadelphia's low-income neighborhoods. She found that there were 33 books for 10,000 children, compared to 300 books per child in affluent neighborhoods. The CEO and founder of First Book, Kyle Zimmer, says they offer a wide variety of books to a range of ages.

* Speigel, A. (2011). *Closing The Achievement Gap With Baby Talk*. *NPR.org*. Retrieved 27 September 2016, from <http://www.npr.org/2011/01/10/132740565/closing-the-achievement-gap-with-baby-talk>

This article shows research of Betty Hart, and the difference in children’s literacy in affluent families and poor families. Hart found that it’s not about the quality of the speech, but how often rich versus poor parents asked questions or positively affirmed their children, but about the quantity*.* According to her research, the average child in a welfare home heard about 600 words an hour while a child in a professional home heard 2,100. And so all over the country programs have been designed to intervene at the moment of birth and teach low-income parents things like how to talk to your baby while playing with a toy. Or how to talk to your baby while walking down the street. One of those programs was designed by a man named Alan Mendelsohn, an associate professor of pediatrics at New York University School of Medicine. In the journal theArchives of Pediatrics and Adolescent Medicine, he published a study that, he says, proves his program has been successful.

* Neuman, S. (2016). *Handbook of Early Literacy Research*. *Google Books*. Retrieved 27 September 2016, from <https://books.google.com/books?hl=en&lr=&id=afiqtIdRQGwC&oi=fnd&pg=PA1&dq=early+literacy+in+poverty&ots=5yR4MFZJZD&sig=mm4EwMfqs9fUqVkEeWx9JpVLk9o#v=onepage&q=early%20literacy%20in%20poverty&f=false>

Chapter 18 of this book describes the recent research and theories concern early literacy development. This chapter studies the different areas of literacy including oral language, written and reading. This research emphasizes integrating literacy development throughout the school day as an integral part of all content areas. They also speak of the many issues surrounding early literacy such as how it should be implemented within the classroom.

* Many, J. (2016). *Handbook of Instructional Practices for Literacy Teacher-educators*. *Google Books*. Retrieved 27 September 2016, from <https://books.google.com/books?hl=en&lr=&id=-diRAgAAQBAJ&oi=fnd&pg=PA171&dq=early+literacy+development&ots=Jwqgwdmy33&sig=Nr9UaSgJKswdEGLD6mh7O7Y_6Rw#v=onepage&q=early%20literacy%20development&f=false>

In this book, it describes how imperative it is to help young children be ready for school by working with them to develop early literacy and learning skills. Because strong reading skills form the basis for learning all subjects, it is important to identify those who struggle with reading as early as possible. Children who have been read to at home come to school with important early literary skills. They are prepared to learn how to read and write. Children who have not had many experiences listening to books read alouds or talking about books typically start school with poor early literary skills.

* Fountas, I. C., & Pinnell, G. S. (2016). Guided reading: Responsive teaching across the grades (2nd ed., Vol. 1). Portsmouth, NH: Heineman.

In this book, education pioneers, Fountas & Pinnell describe talk in detail about a modern classroom practice, Guided Reading. Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

* Wingord, P. (1988). *Learning and Study Strategies*. *Google Books*. Retrieved 15 October 2016, from

<https://books.google.com/books?hl=en&lr=&id=6CqLBQAAQBAJ&oi=fnddirect%20instruction%20reading&f=false>

Direct Instruction is an approach to teaching. It is skills-oriented, and the teaching practices it implies are teacher-directed. It emphasizes the use of small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Direct Instruction derives also from a learning theory (Engelmann & Carnine, 1991) and a set of teaching practices linked to that theory. The learning theory focuses on how children generalize from present understanding to understanding of new, untaught examples. This theory informs the sequencing of classroom tasks for children and the means by which the teachers lead children through those tasks. The means include a complex system of scripted remarks, questions, and signals, to which children provide individual and choral responses in extended, interactive sessions. Children in Direct Instruction classrooms also do written work in workbook or activity sheets.

* Bhattacharya, A. (2010). Children and Adolescents From Poverty and Reading Development: A Research Review. *Reading & Writing Quarterly*, *26*(2), 115-139. <http://dx.doi.org/10.1080/10573560903547445>

This article reviews the relationship between poverty and reading achievement in America's schools. It then discusses how to advance the reading proficiencies of students from economically impoverished homes. It gives particular emphasis to school–home partnerships and sociocultural literacy practices.

* Neuman, S. (2016). *Handbook of Early Literacy Research*. *Google Books*. Retrieved 27 September 2016, from[https://books.google.com/books?hl=en&lr=&id=afiqtIdRQGwC&oi=fnd&pg=PA1&dq=early+literacy+in+poverty&ots=5yR4MFZJZD&sig=mm4EwMfqs9fUqVkEeWx9JpVLk9o#v=onepage&q=early%20literacy%20in%20poverty&f=false](https://books.google.com/books?hl=en&lr=&id=afiqtIdRQGwC&oi=fnd&pg=PA1&dq=early+literacy+in+poverty&ots=5yR4MFZJZD&sig=mm4EwMfqs9fUqVkEeWx9JpVLk9o)

This book, designed by teachers, summarizes what researchers have discovered about how successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of instruction. These include Phonemic awareness, phonics, fluency, and vocabulary and text comprehension. Each section defines the skill, reviews the evidence from research and addresses frequently asked questions.